



Project-Based Learning in Action

Training Starter Template

[Also available as a longer, customizable Ready to Use Training]

Objectives: All participants in the training will be able to:

- Explain the benefits of a project-based learning approach for students
- Develop and implement the key steps of a project
- Develop processes to help youth reflect on their experiences

Materials:

- PBL Process Diagram
- What makes a good driving question
- PBL Project Planner

Total Amount of Time: _____

Number of Participants: _____

Preparation: _____

Materials: _____

Training Opening

- Engage Participants _____ minutes
(Begin with icebreaker/warm-up activity related to the topic.)

- Introduce the Topic _____ minutes
(Motivate participants, show them why the topic is important, and share objectives and agenda.)



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Training Middle

_____ minutes

(Explain the topic in detail, demonstrate the concept and discuss it, and practice and apply the topic)

- **Discuss:** think of a project you, your students, or a child you know recently participated in. What made it a project? What were the strengths of the project plan and what would you have improved?
- **Explain:** PBL is a hands-on approach to learning where students apply concepts they have learned to real-world situations. You may wish to ask staff how they think PBL can benefit youth and then go over some examples.
- Introduce the three stages of planning a PBL : Project Kickoff, Learn by Doing and Showtime [Use tool: PBL Diagram]
- The Project Kickoff
 - a. **Activity:** Ask staff to make a list of student interests. In pairs or small groups, challenge staff to then brainstorm academic subject or standard connections (e.g. beauty products and chemistry; the Lorax and environmental science; music and language arts). Mention this is a good way to begin to formulate a topic that will be narrowed down into a driving question.
 - b. Explain to staff the idea of a driving question, emphasizing the importance for a successful project.
 - c. **Activity:** Instruct staff to choose one theme/academic subject pair from the activity above, and develop an appropriate driving question.
 - d. Discuss the importance of creating a project description and learning objectives even though students are guiding the process.
 - e. **Activity:** create a description of the project and learning objectives based on the driving question created above. (Use tool: Project Planner, Version One).
- Learning by Doing
 - a. Ask staff how they would have students find the answer or solution to their sample driving question, reinforcing the role of an adult.
 - b. Introduce project timelines
- **Activity:** create a rough time-line of a project (Use tool: Project Planner, Version One).
- Showtime
 - a. Discuss the importance of culminating events and provide some examples**Activity:** brainstorm a culminating event for sample projects (Use tool: Project Planner, Version One).
- End by discussing the importance of student reflection at the end of the project.



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Training Wrap-Up and Closing

- Summarize and Consolidate _____ minutes
(Connect again to the objectives, check for understanding, discuss questions.)

- Plan Next Steps _____ minutes
(Be specific about application to immediate practice.)

- Closing Comments _____ minutes
(Acknowledge, motivate, and inspire.)

Post-training Assessment and Revision

- Check effectiveness of training through formal or informal assessment.
- Note changes to make.
- Note areas for additional training.